Instructional Continuity Plan: Santa Rosa

Academics

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ICP Component 1: Leadership and Planning

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Specify LEA personnel who will serve on a cross-functional planning team; Identify desired outcomes or goals of the ICP; Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals; Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP; Develop a process for evaluating the effectiveness of the ICP

LEA Response:

On rare occasions, it may be necessary to close a school(s) due to weather or other emergency situations. If this occurs, it is our goal to maintain continuity of the instructional and learning support services the district provides all students when standard operating procedures are in place. The Instructional Continuity Plan would be activated at the discretion of the superintendent and school board based upon local, state, and federal guidelines. The plan will be housed on the district website and will be maintained and updated by the Instructional Division. This plan was developed as a collaborative effort between all necessary district leaders from the following teams in the event school closures occur: Instructional Division Team, Administrative Services Team, Communications Team, IT (Information Technology) Team, Connections Academy Charter School Staff, Learning Academy of Santa Rosa Staff. LEA personnel serving on the cross-functional planning team include the Assistant Superintendent of Curriculum, Instruction, and Assessment, the Assistant Superintendent of Informational Technology Services, The Assistant Superintendent of Administrative Services, Grade Level Directors, Director of Federal Programs, Director of ESE, the Director of Professional Learning, the Director of Student Services, the Director of Continuous Improvement, the Public Information and Family Communications Officer, and Curricular Coordinators. Our goals for the 2021-2022 Instructional Continuity Plan (ICP) are to set expectations regarding how students will continue receiving a quality academic education, address technology needs of students and teachers, plan for continued school operations, and maintain clear and open lines of communication. Critical Success Factors (CSF's) for the ICP are as follows: Academic instruction is directly aligned to Brick & Mortar district adopted curriculum. Instructional content is available in multiple modalities (videos, packets, etc.). Teachers are equipped and ready to communicate with and instruct students effectively, given a switch to remote learning. Support services for ESE (Exceptional Student Education), ELL (English Language Learner), Hospital Homebound, etc. are planned and ready to deploy. Parents have direction for facilitating successful at home learning, clear channels to receive support for technology and communication needs, and clarity regarding available support and services provided by the district. To achieve these CSF's, the district will: The district will ensure each core course in the district has digital

textbooks and resources available for students/teachers to utilize. Instructional videos aligned to the curriculum are available for many core courses through our Stay- at-Home resource site. Teachers will receive ongoing professional development in multiple modalities (self-paced, in-person, 1-on-1 coaching) regarding tools, strategies, and resources to use to instruct students effectively given a switch in learning option. The Instructional Division team will develop and prepare support services for ESE, ELL, Hospital Homebound, etc. for deployment and will inform stakeholders of processes and procedures to access services. The district will utilize its website and a panoply of online resources to facilitate successful at home learning, provide clear channels to receive support for technology and communication needs, and foster clarity regarding available supports and services provided by the district. Students who are unable to access instruction and materials electronically will be provided paper-based lessons and materials. To monitor the effectiveness of the ICP, the district will create a committee representative of its stakeholders (district admin, board members, school admin, teachers, students, parents, community members, etc.) to review and evaluate the ICP on an annual basis or at the conclusion of a sustained deployment. The committee will generate recommendations for adjustments/additions to the ICP to present to the board for approval.

SEA Comments:

The response does not specify the LEA personnel who will serve on the cross-functional planning team. The list can include the specific titles/positions that make up the team. There is a sentence that could be the desired outcomes or goals of the ICP; however, it is not written as goals. Please revise so that the response clearly outlines the desired goals or outcomes. All other elements within Component 1 met the criteria to be rated as Established.

ICP Component 2: Curriculum Resources and Digital Content

Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program; Confirm LMS providers and if selecting a new provider, schedule product demonstrations; Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications; Provide ongoing training and professional learning, ensuring new hires are included; Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.

LEA Response:

Communication is essential to online learning. The district's Learning Management System (LMS) for students and teachers is Microsoft Teams. Microsoft Teams is a digital platform that brings conversation, content, and assignments together in one place. Schools and teachers will have the autonomy to utilize products such as Remind, SeeSaw, and Dojo as additional communication tools. The district will

ensure that curriculum resources are available and accessible for all core content and electives and all learners and leverage existing resources. K-12 teachers will have a Microsoft Teams group in place for delivering remote instruction. The platform can be used to host live lessons, recorded lessons, or connect students to a variety of digital content. Ongoing training, coaching and professional learning for Microsoft Teams and other LMS components will be provided to teachers (including new hires) by the Office of Professional Learning or by teacher leaders who have been identified as successful in delivering instruction through this platform to ensure a smooth transition to remote teaching and learning environments. Administrators at each K-12 site utilize multiple "digital days" during the first quarter of each school year to allow teachers and students to engage in digital teaching, become more familiar with the Microsoft Teams platform, and learn the necessary digital communication skills required if they are faced with emergency disruptions in education. These digital days allow for planning and practice for teachers and instructional staff to become familiar with digital content to be used within the LMS. OPL staff and teacher experts at each school provide additional instructional supports and coaching. This allows for monitoring and reflection of the remote instruction process and the ability for students, teachers, and school admin to adjust or seek additional support as needed. Digital instruction will be provided through teacher guided, asynchronous learning opportunities. Teachers will provide synchronous learning opportunities for students during times when students are available and able to connect. Core curricular digital resources are provided through digital platforms from each curricular provider. Information on how to access these digital platforms is provided through the district's Stay at Home resource site. Elective digital curriculum, when utilized, can be accessed through Classlink, the district's SSO portal, or can be provided to students directly by teachers through Microsoft Teams. When students' digital access is limited, paper packets will be used for at home instruction. K-12 schools are responsible for providing paper-based materials aligned with the district curriculum. Each school will copy, distribute, collect, grade, and report results from paper packets to and for students & parents. A cross-functional team consisting of the Instructional Division, the Office of Professional Learning (OPL), ITS, ESE, and ESOL will monitor the performance of the LMS and make recommendations for improvements or modifications. For Adult Education students, LMS's may include: Canvas LMS Broadcast Learning environments (ex. ACCELETRAIN® & Zoom) Microsoft TEAMS Essential Ed Edgenuity Burlington Internships Industry Certification Testing: Small group and individual industry certification and licensure testing will be offered on campus. All tests will be scheduled through the on-campus testing center. Adult students may continue to schedule test off campus at an industry site, i.e., American Welding Society (AWS) and Automotive Service Excellence (ASE). All other testing will be postponed until face-to-face instruction resumes. ESE Services: Specialized instruction and related services will be delivered as practically as possible through a combination of published assignments, recorded and live lessons. It is the priority of the Santa Rosa County ESE Department to promote the least complicated path in providing students with instruction during times of remote learning. This will be accomplished through providing resources that are easy to use and access to meet the needs of students. Families will have options to include digital and/or paper-based resources. Microsoft Teams will be utilized for instruction to communicate, assign instructional lessons, provide curricula access and educational resources. Staff utilizing Teams will include collaborative teachers as well as service providers (support facilitators, Speech Language Pathologists, Occupational Therapists, Physical Therapists, Adaptive PE, Program Facilitators if applicable, ESE Liaisons, Interpreters, Vision and Deaf and Hard of Hearing Teachers). All instructional activities (web learning, access to textbooks, on-line therapies) should be ready for implementation/pick-up as soon as students are actively enrolled in the preferred learning option. Documentation of parents' access to assignments will be maintained in a logbook, gradebook, Focus SIS, teacher plan book, etc. District Teachers on Special Assignment (TSAs) can establish frequent communication with teachers in their programs, offer collaborative support for students, develop on-line instructional support as

well as virtual coaching for teachers participating in their programs. Specific Plan for Students with Disabilities: - A specific plan, The Santa Rosa County District's ESE Continuity Plan, that describes available supports divided by programs and services, was developed and can be accessed on https://santarosacountyesedepartment.weebly.com/. Parents will be contacted to verify their preference of meeting (phone, Teams), as well as documentation of attendance. Child Find procedures are also recorded in school closures memorandum to inform parents that the evaluation process would continue during the remote learning environment. The IEP team will meet to review the data and discuss potential need to initiate ESY services and/or compensatory services throughout the school year for students receiving ESE services who have not demonstrated proficiency as determined through diagnostics and supplemental curriculum. ELL Services: If an ELL student's reading, writing, listening or speaking skills begin to regress as evidenced by district progress monitoring tools, student grades, teacher observations, or parent concerns, ELL Committee meetings will be convened to review and revise the student's ELL Plan to determine if additional or supplemental interventions or services are needed. ELL Committee meetings may be by phone calls or Microsoft Teams.

SEA Comments:

The response for Component 2 includes a thorough description of the LMS provider and exceeds the requirement for this element. The plan has a wealth of additional informational, however, it does not address the following elements within Component 2: Provide ongoing training and professional learning, ensuring new hires are included; Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching. Please revise to include these two elements.

ICP Component 3: Professional Learning

Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning; Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners; Provide for implementation of professional learning for educational staff; Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

LEA Response:

Professional Learning Needs Assessment and Evaluation Professional Learning will be a key component to successfully implementing the Instructional Continuity Plan. To gauge areas of development needed for teachers and school administrators aligned to the district's goals and expectations as noted in the ICP, the Office of Professional Learning (OPL) will utilize Microsoft Forms to survey ongoing professional

learning needs on a quarterly cycle. These surveys will also assess the current skill level teachers have with LMS systems and supports and will gauge the effectiveness and reach of any LMS training and coaching received during the previous quarter. School site visits will also be a key component to successfully implementing the Instructional Continuity Plan. Professional Learning Coaches will conduct school site visits with administrators and leadership teams to discuss needs and collaboratively develop school-based professional development/PLCs aligned to school improvement/student outcome goals as well as to provide feedback pertaining to the effectiveness of professional development. A calendar and menu of uniquely designed learning opportunities will be provided to assist in yearly planning for teachers and administrators. The components for structuring high-quality professional development will include: Active participation Research based models of learning Engaging and relevant experiences Paced and time appropriate training Led/designed by skilled facilitators Established norms for participation Professional Learning Modalities Delivery of professional development will include the following modalities: Virtual professional development offerings via Microsoft Teams Online self-paced courses via Canvas Personalized micro credentialing courses via Canvas Face-to-face trainings offered at the Dillon Center, requesting school sites, and Digital Learning Labs Individualized/small group training in classrooms provided by Instructional Technology Coaches Professional development will be deployed through a variety of avenues. Canvas will be used to provide self-paced learning opportunities for teachers to access at any time. Synchronous opportunities via Microsoft Teams will be offered consistently throughout the school year to accommodate variable educator availability due to different school start/dismissal times. District OPL staff will visit school sites or use Microsoft Teams to engage teachers directly to provide one-on-one or small group support as needed. Training opportunities will highlight effective tools to use for remote instruction and will also showcase best instructional practices teachers should employ. To support authenticity, observations and teacher led professional development will occur in our model Digital Learning Labs located at SS Dixon Intermediate School and Avalon Middle School. This unique learning experience will allow teachers to experience live synchronous and/or asynchronous instruction with an expert remote teacher. Attendees will gain valuable knowledge for utilizing digital tools with high impact instructional strategies for distance learning with the opportunity to obtain real-time feedback for questions and curiosities. These professional learning opportunities will ensure ample access to ICP support for teachers and administrators. Learning Opportunities for Virtual/Hybrid Learning opportunities to support virtual/hybrid learning will include support for the integration of district provided digital resources paired with high impact strategies to ensure uninterrupted learning for students. The Office of Professional Learning continually offers teachers professional development courses to include the use of digital instructional materials or instructional technologies to create a blended learning environment, highlighting how specific resources can be used in a virtual/hybrid learning setting. Professional development in preparation for the 2021-22 school year began this summer as teachers were offered a menu of PD sessions to support virtual/hybrid learning to include the following sessions facilitated by consultants with Learning Science International. Teachers can also access recorded webinars and videos related to remote classroom models, best practices for distance learning, use of instructional materials in a blended learning classroom, and much more through our professional development platform, MyPD. Additionally, resources and video tutorials are available to parents and families for facilitating successful at home learning. Such opportunities will include: Use of Microsoft Teams (synchronous/asynchronous) to include foundational tutorials and moderate-to-advanced strategies for virtual/hybrid implementation Enhancing video instruction using web cams, Swivls, iPads, document cameras, computers Engaging remote students via dual modality Flipped classroom strategies Lesson networking via video streaming Pairing resources (ClassLink platform, Planbook, video conferencing, Microsoft Teams, Padlet, SharePoint, One Note, Seesaw, Schoolblocks, Remind, etc. Adaptive and/or technologies to support students with disabilities

SEA Comments:

The response includes a detailed outline of how the LEA will determine professional needs and implement the professional learning. The plan does not include how the LEA will Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future. All other elements within Component 3 met or exceeded the criteria to be rated as Established.

ICP Component 4: Instructional Practices

Identify needs of educators relative to online and hybrid teaching experience and expertise; Determine which teachers have extensive background in these delivery models, and which will need more help; Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices; Implement professional learning about best practices for hybrid teaching for educational staff; Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

LEA Response:

Instructional needs for remote (online and hybrid) instruction will be gauged through quarterly teacher surveys and school admin feedback to the OPL. Teachers will complete a remote learning instructional inventory to reflect on their experience and expertise with remote instructional strategies which will help identify professional learning needs. These inventories along with school administrator feedback from teacher observations will determine which teachers have extensive background in these delivery models. Best practices of full-time remote teachers from the 2020-21 school year as well as guidance from emerging digital instruction literature will be utilized to develop appropriate training supports and best instructional practices for remote learning. To leverage the expertise of these remote teachers, observations and teacher led professional development will occur in our model Digital Learning Labs located at SS Dixon Intermediate School and Avalon Middle School. This unique learning experience will allow teachers to experience live synchronous and/or asynchronous instruction with an expert remote teacher. Attendees will gain valuable knowledge for utilizing digital tools with high impact instructional strategies for distance learning with the opportunity to obtain real-time feedback for questions and curiosities. These professional learning opportunities will ensure ample access to ICP support for teachers and administrators. Once professional development has been created, it will be deployed through a variety of avenues. Canvas will be used to provide self-paced learning opportunities for teachers to access at any time. Face-to-face or synchronous Microsoft Teams opportunities will be offered at multiple times points during the day to accommodate different school start/dismissal times. District OPL staff will visit school sites or use Microsoft Teams to engage teachers directly to provide one-on-one or small group supports as needed. Training opportunities will highlight effective tools to use for remote instruction and will also showcase best

instructional practices teachers should deploy. Instructional effectiveness for remote learners will be examined through classroom observations by school admin. Admin will sustain a dialogue with teachers regarding how remote instruction tools and instructional techniques are working and will solicit additional training and support from OPL or ITS as needed. Teachers will ensure all digital content shared with students to ensure it aligned with course standards. Daily schedules for remote learning will vary from school to school but should resemble the class schedule of brick- and-mortar instruction as much as possible. The ability to host live lessons will depend on the availability of students to attend (considering number of students per household sharing devices/internet connections). Instructional planning time for remote learning will be structured by school administrators and will vary from school to school depending on the needs and available time of their teachers. Teachers will be assured of planning time as described in their collective bargaining agreement.

SEA Comments:

The response does not include enough detail related to how the LEA will determine which teachers have extensive background in these delivery models, and which will need more help. Does the district have a plan to identify expert teachers and teachers needing help in addition to surveys? How does the district plan to utilize this valuable resource of "teacher experts" within a school community? This is the only element within the component that is not well developed. All other elements within Component 3 met the criteria to be rated as Established.

ICP Component 5: Parent and Family Support

Identify the household technology capabilities and needs of students and their families; Establish effective two-way lines of communications with parents and families of students using a variety of media; Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning; Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need; Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families; Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, are being supported in keeping with the requirements of IEPs and other educational specification documents.

LEA Response:

The district will survey families through the Focus parent portal and through BOY student paperwork to identify technology needs. Families who do not respond to the survey will be contacted individually by district personnel specific to student needs. to gauge family technology needs. For example, McKinney-Vento Social Workers will contact students and families identified as homeless, ESOL Resource Teachers

will contact students and families of ESOL students, and ESE Liaisons will contact ESE students. Additional Social Workers at the district level are available to continue outreach until 100% of the families have been offered the opportunity to identify technology needs. Families who need devices or internet connectivity will be issued devices and hotspots as needed. Students experiencing technical difficulties with district-issued devices/hotspots will call their school (or ITS help desk) for assistance. To facilitate ongoing communication with parents and families, the district will provide an online form for parents and families to use to ask remote learning questions. Frequent questions will be posted with answers on the district website through a Remote Learning FAQ page on the Stay-at-Home Resources site. Parent/Family nights will be hosted virtually and in-person to show parents/families how to access remote learning resources. The district 3CX system will be utilized by teachers and staff to communicate by phone with parents/families as needed. Parent/Family nights at the school level will feature tips regarding supporting their student's learning at home. The district will also share norms and requirements for parent/student behavior for live meetings to faster appropriate digital classroom environments. These tips/norms/requirements will be available on the Stay-at-Home resource page for all stakeholders to view. Mental health supports will be available for students who are receiving their education in a remote learning environment. District social workers, school counselors, and CDAC/MFLC/Trauma-Informed counselors will conduct quarterly outreach, telehealth, and wellness checks by phone, in person, or through Microsoft Teams to help support the health and safety of students and their families. Records of these contacts are kept in Focus as deliverables. The District's ESE Continuity Plan, which describes available supports divided by ESE programs and services, is accessible on https://santarosacountyesedepartment.weebly.com/. This resource communicates to staff and parents/families the protocols for providing special education services and accommodations for students in need. Parents will be contacted to verify their preference of meeting (phone, Teams), as well as documentation of attendance. IEP teams will meet to review the data and discuss potential need to initiate ESY services and/or compensatory services throughout the school year for students receiving ESE services who have not demonstrated proficiency as determined through diagnostics and supplemental curriculum. If parents/families express an inability to connect with their school to pick up needed devices or hotspots, Social Workers can help deliver them to the home. Additional student services provided will be linked for parents/families to review on the Stay-at-Home resources site.

SEA Comments:

The response does include a sentence related to conducting a parent survey to determine needs. Please clarify if this is the only means that the LEA will use (does it provide a 100% response from parents so that the LEA knows the technology capabilities and needs of all students and families?). The response includes limited details on the LEA's plan to conduct regular outreach. The plan should describe the "regular" outreach. What does this entail and what are the specifics of the plan (i.e. how often, etc.). The plan does not address the following elements: Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need; Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, are being supported in keeping with the requirements of IEPs and other educational specification documents. The other elements within Component 3 met the criteria to be rated as Established.

Technology

ICP Component 6: Technology and Technical Support

Identify the technology staff members who will be key to the ICP planning process; Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed; Determine which students will need devices if the LEA does not already have a 1:1 initiative; Survey students and families to determine which are in need of internet access and provide this access as needed; Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE); Identify and implement a web content filtering solution for all devices used by students and staff; Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

LEA Response:

Information Technology Services (ITS) and their Technical Support Services (TSS) department will manage the infrastructure, device management, and technical support for the ICP. Santa Rosa utilizes cloud-based services for identity management (Azure AD), email, calendaring, and collaboration (Office 365), video conferencing (MS Teams), the student information system, and ERP. Direct access to the on-campus networks is not required for students and employees to connect to these resources. The local systems that feed into the cloud-based services run on a hyperconverged three-node cluster. A second, fully replicated, hyperconverged three-node cluster at our Continuity of Operations / Disaster Recovery site. That site also has its own Internet connection. The district has previously surveyed families through the Focus parent portal to identify technology needs. Families who need devices or Internet connectivity will be issued devices and hotspots as needed. Students experiencing technical difficulties with district-issued devices/hotspots will contact their school for assistance. Based on survey data, the current trend for devices and connectivity indicate that up to 3 in 10 students may need to use a device for remote instruction, and up to 1 in 10 may need Internet connectivity (depending on the number of students in the household). Additionally, there are ten schools that have been set up with extended outdoor Wi-Fi coverage if needed; primarily intended to be used when there's no residential broadband option available. The district has identified approximately 2,000 student devices that can be checked-out and remotely enabled for LTE/4G Internet access as needed. Additional devices can be added to this pool to meet the needs of the students. We have replaced over 1,000 teacher workstations with laptops so they can work remotely at any point in time. These can also be enabled for LTE/4G Internet access remotely. Additional devices can be pulled in and redistributed to students and teachers as needed. FAPE compliant devices that address accessibility-specific needs of students are distributed and managed through the ESE department. These students, with individually assigned home use assistive devices, will continue to use those devices at home. Additional support to meet the student needs will come from ESE, potentially in combination with third-party service providers depending on the needs of the student. All district student and teacher devices come with Lightspeed; a CIPA compliant filtering service. This service runs regardless of where the device is being used. This was purchased by the district and implemented over the Summer of 2020, replacing our old system that was mainly

designed for on-premise use. For teacher and student remote support, the school-based technology contacts are the front line of support. For students with accommodation-based devices will be supported by the ESE teacher or the ESE department, depending on the FAPE device. Support for remote learning will be handled through the Office of Professional Learning (OPL). Beyond that, TSS is the next layer of support, and then the ITS Infrastructure Group.

SEA Comments:

The response for Component 6 states that devices are provided; however, the response does not indicate if the devices comply with FAPE or a process to ensure the devices comply with FAPE as needed. All other elements within Component 6 met the criteria to be rated as Established.

ICP Component 7: Cyber Security

Identify recommended national and state cyber security framework standards to be adopted by LEAs; Include a business continuity plan tailored to LEA operations; Include an incident response plan tailored to LEA operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA information system and IT infrastructure; Include an executive summary of the LEA's current security posture; Include current plan of actions and milestones for cyber security improvements to maximize ICP effectiveness.

LEA Response:

Our District has adopted NIST 800-53 Rev 5 standards for cybersecurity. The district incident response plan is contained in the ITS Disaster Recovery Plan --Include an incident response plan tailored to the LEA or charter school operations The Incident Response Plan is contained within the ITS Disaster Recovery Plan. The cyber security-related policies and procedures aimed at safeguarding the District information system and IT infrastructure include: Microsoft Advanced Threat Protection Policies, District Firewall Policies, Lightspeed Filtering, Regularly scheduled security scans / mitigations using OpenVAS, Threat analysis conducted by cyber-insurance carrier, The district's guiding security posture is based on the Least Privilege Access Model. In short, users are only granted those privileges which are essential to perform their intended role. As user's roles change, so do their privileges, commensurate with their new role. The District's Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness include: Finalize Multi-Factor Authentication, Implement Azure Identity Protection, Implement further conditional access policies, as needed. Excerpt: Incident Response and Disaster Recovery Scenarios To ensure business continuity and expedited recovery at school sites from disaster or critical incident scenarios, the district's ITS Infrastructure Team should follow these guidelines for school sites: Hurricane: In the event of an impending major hurricane, staff evacuations are likely to

occur. All timelines are given on an as soon as possible timeline with the understanding that it may be difficult to re-enter area after a major hurricane. 1. Gracefully shutdown school specific virtual environment. a. Shut Down VMs. b. Shut Down Physical Nodes one by one 2. Gracefully shut down physical servers at the school. 3. Gracefully shut down all physical equipment where possible. 4. Cover both computer and infrastructure equipment where possible to avoid potential water damage. 5. Contact Maintenance to have them check: a. Generator operation to ensure automatic start (If applicable) b. Fuel levels to ensure maximum run-time (If applicable) 6. Double-check UPS units to ensure functionality DDOS/Cyber Attack 1. Inform Assistant Superintendent for Information Technology Services and any affected parties. 2. Contact the MFN2 NOC immediately to get auto-mitigation in place if it's not already running. a. Reach out to Chris Bernd, if necessary, to expedite this process. 3. Coordinate with the MFN2 NOC to remediate the attack as necessary and alleviate any legitimate traffic caught in the mitigation. 4. Work to isolate the source of the attack if possible. 5. Isolate School from rest of network/internet traffic, if necessary, to minimize disruption. 6. Coordinate with MFN2 NOC to end auto-mitigation after the attack expires. Fiber Cut 1. Inform Assistant Superintendent for Information Technology Services and any affected parties. 2. Verify Loss of connectivity to WAN service provide equipment. 3. Contact Wan service provider support to open a ticket for repair. 4. Monitor for updates and relay appropriate update information to affected parties. 5. Provide hot spot connectivity for site administrators so that critical work can continue. Loss of School Site Data Center 1. Inform Assistant Superintendent for Information Technology Services and any affected parties. 2. Spare infrastructure equipment is stored at Canal St. datacenter. 3. Install spare network and systems infrastructure equipment as soon as physical site is recovered. 4. Re-install critical server services such as Domain Controller and printer server functionality. 5. Restore switch configs via configuration backups. 6. Contact vendors of affected products if necessary. Ransomware Attack 1. Inform Assistant Superintendent for Information Technology Services and any affected parties. 2. Disconnect affected devices from network. 3. Gauge scope of affected devices/data. 4. Contact vendors of affected products if necessary. 5. Re-image computers as necessary. 6. Lock accounts of user(s) with affected credentials and reset credentials. 7. Rebuild school/site server, if necessary. 8. Re-train users in online safety if necessary. Administrative Credential Leak 1. Inform Assistant Superintendent for Information Technology Services and any affected parties. 2. Lock administrative account and reset credentials. 3. Gauge scope of impact. 4. Work to remediate any affected services or data. 5. Create new administrative credentials and remove old, affected credentials.

SEA Comments:

The response does not include the following elements: Include a business continuity plan tailored to LEA operations; Include an incident response plan tailored to LEA operations. For these elements, please provide the district's approach to developing each element (e.g., what staff were involved, how was the framework was incorporated, etc.). The narrative can speak broadly, not providing confidential details. The response begins to list the plan of actions and milestones, but ends with a comma which may indicate that all of the response for this element is not included. Please revise this component with the requested requirements. All other elements within Component 7 met the criteria to be rated as Established.

ICP Component 8: Engaging Students with Limited Access

Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child; Develop a plan to communicate early and often with students and parents to identify needs and ensure supports; Ensure that school leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners, and families; Research and implement best practices in online special education.

LEA Response:

Our Assistant Superintendent of Curriculum & Instruction will be the point person for communication with families around educational supports for their children. Additional educational services support will come from team members within the following departments: Student Services, ESE, Math/Science, ELA, Social Studies, and the Office of Professional Learning & Instructional Technology. Communications No Internet access with no residential access options available: Communicating with parents in bulk by phone/text using the phone-tree broadcast system, School Messenger. One-on-one calls/texts as needed. Home visits as needed. Internet connectivity will be provided as needed where available, with communications based on a combination of: School Messenger District and School Websites Email Microsoft Teams Social media Preferably, Microsoft Teams will be used for real time communication between families and schools/teachers. District leadership is consistently engaged with special education service providers through the ESE and Student Services departments to gauge and deliver needed supports and resources to educators, learners, and families. The district ESE department has secured a remote platform called TeachTown to deliver ESE instruction and support for remote learners. TeachTown is an education software company that provides educators, parents and clinicians curriculum and education programs that improve the academic, behavioral and adaptive functioning of students with moderate to severe learning disabilities. TeachTown's solutions utilize evidence-based best practices derived from Applied Behavior Analysis (ABA), measurably improving student academic outcomes, and providing life skills that enable children and adults with autism and related developmental disorders to thrive. Santa Rosa County has purchased multiple programs from TeachTown to meet the needs of our student and adult learners with varying exceptionalities. This includes their Basics Program, Encore Program and Transition to Adulthood Program. The department continues to implement best practices in online special education as shared from FLDOE. Printed materials may be necessary for students with limited internet access and will be produced, distributed, and/or delivered from the school site and individual teachers as needed. Digital content that is not internet dependent (such as DVDs or USB drives) will also offer these learners the chance to develop the skills they need to progress. Traditional accommodations for those with IEPs and 504 plans may need to be reimagined in a remote learning environment. Students will remain connected and engaged with teachers, counselors, and other staff when face-to-face interactions are limited to social workers who are deployed to make home visits with isolated students. Student access to all learning materials and instruction is ensured through regular student exposure to digital instruction in brick and mortar settings and through support from devices/hotspots sent home with students coupled with the district @home site. The district has 4G/LTE equipped laptops and 4G/LTE hotspots from multiple cellular providers to support remote learning. The district has worked with extensively with Verizon to

renegotiate and use more cost-effective contracts from out-of-state. We're also now partnering with T-Mobile for all-in-one (Android) devices that include Internet access and hotspot functionality.

SEA Comments:

The response for Component 8 should be focused on how the LEA will engage students and families with limited or no internet access. The plan does not include how the LEA will develop a plan to communicate early and often with students and parents to identify needs and ensure supports. The plan includes a detailed description related to how the district will engage with special education providers; however, the part of the element that is missing is how the LEA will ensure that school leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners, and families. Additionally please list partnerships that the LEA has established or plans to establish with local Internet providers vendors to support remote learning in limited access areas. The other elements within Component 8 met the criteria to be rated as Established.

Operations

ICP Component 9: Continuation of School Operations

Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning; Identify and communicate expectations of school or LEA staff related to schedules and work performance during school closures; Develop and communicate an execution plan to provide food services to students and families in need during school closures; Develop and execute a plan to provide special education services and accommodations to students in need during school closures; Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

LEA Response:

Essential personnel needed to support learning continuity would include custodial staff to clean teacher classrooms/workspaces, foodservice staff to cook and serve/deliver meals, transportation staff to deliver/distribute meals to satellite locations which have high free and reduced populations, and maintenance staff to perform daily maintenance on school board facilities. Daily schedules for remote learning will vary from school to school but should resemble the class schedule of brick-and-mortar instruction as much as possible. The ability to host live lessons will depend on the availability of students to attend (considering number of students per household sharing devices/internet connections). Santa Rosa County has one virtual charter school, Coastal Connections Academy and one brick and mortar charter school,

Learning Academy of Santa Rosa County. Each charter school has developed its own Instructional Continuity Plan which has been reviewed and approved by the Assistant Superintendent of Curriculum and Instruction. These plans will be posted on the school website. In the unfortunate event of school closures, we will continue to feed children under the Seamless Summer Option (SSO) program. We will provide breakfast and lunch meals via curbside during specified times 3 days per week. We will advertise this curbside pickup through automated calls and school websites as well as local media outlets. Our plan would be to distribute 5-day pack out meals consisting of USDA recommendations. These meals will be accompanied by Food Safety handling guidelines as well as cooking instructions for items that will be held for later preparation, such as beef patties, chicken patties, chicken nuggets etc. All meals will be held and distributed at proper temperatures. We will follow all food safety guidelines during the distribution periods. Meals will be distributed in centrally located areas to service all stakeholders. Where applicable, we will utilize bus transportation to deliver meals to neighborhoods in high need. The cashier will verify the reimbursable meal selection in the prepared package and places a tick mark on the SSO meal count sheet. The Santa Rosa County School District's ESE Continuity Plan which describes available supports for students with IEPs (Individual Education Plan) and 504 plans and divided by programs and services can be accessed on https://santarosacountyesedepartment.weebly.com/. This plan will be reviewed and revised on an annual basis. Child Find procedures are also recorded in school closures memorandum to inform parents that the evaluation process would continue during the remote learning environment. Students with ESE Services, who have not demonstrated proficiency as determined through diagnostics and supplemental curriculum, the IEP team will meet to review the data and discuss need to initiate ESY services and/or compensatory services throughout the school year. Social Workers in the McKinney-Vento program will continue to communicate with students and their families to offer services and connections to support within the community. Additionally, the district has a Continuity of Operations Plan (COOP), that outlines responsibilities by directors and administrators. The COOP also has a Continuity of Government component in it.

SEA Comments:

The response does outline essential personnel needed to support learning continuity; however, the response does not include a comprehensive list of school operations that are impacted by extended school closures. While schedules may vary from school to school, the response does not outline how the LEA will identify and communicate expectations of school or LEA staff related to schedules and work performance during school closures.

Communications

ICP Component 10: Emergency and Ongoing Communications

Identify stakeholder groups within the school community along with the appropriate communication channels for each group; Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups; Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination; Publish guidance for stakeholders and learning continuity plans on the school or LEA website leading up to and throughout the duration of extended school closures.

LEA Response:

STAKEHOLDER GROUPS AND CORRESPONDING COMMUNICATION CHANNELS The stakeholder groups within the school community include students and their parents/guardians/family members, instructional and support staff, contracted employees, and the Santa Rosa County public. In as many ways and as often as possible, communications include all stakeholders. Procedures are in place for communication with students and parents/guardians through the Stay-at-Home website located in ClassLink. The Stay-at-Home site is a hub for mass communication during times of quarantine with links to important pages, post announcements, and support FAQs in the same location students receive at-home instruction support. Teachers, staff, students, and parents/families communicate directly with school administration in person, via phone, text or email, by online portal or app, for obtaining and submitting completed work or paper packets, guidance in checking out devices, routines for attendance, and school-specific policies. Contract employees receive communications through their parent company. District and school personnel send important updates to faculty and staff through multiple channels (in person, via phone, text or email, by online portal such as Microsoft Teams) over several days with repetition as needed to ensure target reach is met. ROLES AND THEIR RESPONSIBILITIES FOR COMMUNICATING The following roles in the district are responsible for communications with stakeholders as follows: The public information officer communicates through social media posts as-needed on a variety of platforms, news releases to traditional media and interested parties, the Leaps & Bounds monthly interactive newsletter to students, parents and interested parties. The PIO is also responsible for other communication pieces as needed including presentations, public service announcements (newspaper, broadcast and outdoor), and print collaterals. The superintendent utilizes a variety of direct messaging including phone call outs and texts to parents/guardians, videos and/or presentations to students, parents, community groups and staff as needed, as well as oral and written comments at public board meetings. The web team shares updates as needed on the district web site for students and parents, instructional and support staff, and the public/community stakeholders including an updated FAQs page, decision trees, schedules, resources, instructional support, emotional support, and feedback forms. Each principal, assistant principal, manager, director and coordinator utilizes phone calls, emails and/or online meetings with their respective teams as needed. Teachers and instructional staff have direct communications with students/families regarding instructional material, school district policy changes regarding mitigation and/or protocols verbally (via phone or in-person), through web-based portals such as Microsoft Teams or apps, on their web sites, or through email or printed handouts. In addition, parents/guardians and families also have direct communication with teachers and school personnel through phone calls, email, or Microsoft Teams students' direct communication with teachers as directed. Contact information is available on the district website for any unaddressed stakeholder question or concern related to COVID-19 and extended closures. SCOPE AND SCHEDULE OF COMMUNICATIONS TO STAKEHOLDERS Important updates to stakeholders are communicated through multiple channels over several days with repetition as needed to ensure the target reach is met including: Individual important topics

are communicated as they via: phone call-outs and/or texts, web site updates, direct emails, Teams meetings or other online portals, social media, posts, and news releases to traditional media outlets and interested subscribers. The monthly Leaps & Bounds interactive newsletter which includes updates for all schools/activities is distributed to all parents/guardians via phone call-outs and/or texts, posted to social media platforms and emailed to traditional media and interested subscribers. Oral and written comments on topics as they arise are presented to the public and school board at all regularly scheduled meetings. Printed materials for students/parents in rural areas/areas with limited internet access delivered in packets routinely (daily/weekly/monthly/as needed). LEARNING CONTIUNITY PLANS FOR EXTENDED SCHOOL CLOSURES Guidance for stakeholders on learning continuity plans throughout the duration of extended school closures is as follows: Communications plans are in place for learning continuity plans to be published and maintained on each school's website. Care is taken to ensure ADA guidelines are followed on posted documents and accommodations are made for ESOL students/parents as needed. Content is kept current with latest information from the state department of education, department of health, and the school district. Information is available for parents/caregivers on how they can support learning at home as well as notifications of any change in the academic curriculum and school schedule. ADDITIONAL DISTRICT COMMUNICATIONS RELATED TO COVID-19 Up-to-date information about COVID-19, a transparent view of the current infection rate among students and staff as well as data trends, and details on COVID-19 testing and local immunization providers is also posted on the site.

SEA Comments:

The response for Component 10 includes information that pertains to this component; however, the response is not clearly written so that it outlines each element. Please revise this response to provide clarity. Identify the stakeholder groups within the school community along with the appropriate communication channels for each group. Next, clarify the roles and responsibilities of the school personnel assigned to communicate with the outline stakeholder groups. Then, define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination. Finally, describe how the LEA will publish guidance for stakeholders and learning continuity plans on the schools or Lea website leading up to and throughout the duration of extended school closures.

Overall Comments

Overall Comments

LEA Response:

Many aspects of the ICP are currently being deployed for students who are in Stay @ Home status. This practice helps reinforce district/school/teacher/student capacity to pivot to remote learning when the need arises.